

### Presented by

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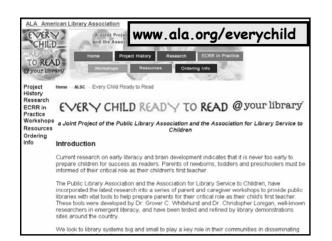
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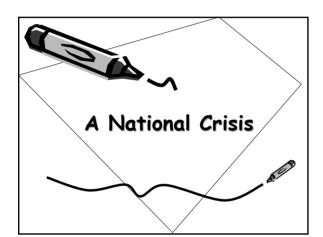
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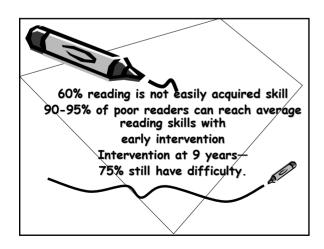


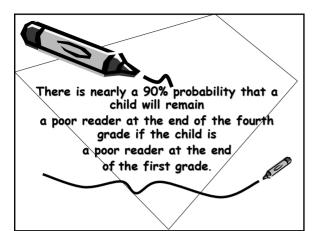
#### Agenda

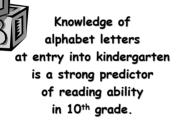
- · Project Background
- · Brain research on young children
- · Workshop Structure and Activities
- · Break
- · Early literacy skills
- · Developmentally Appropriate Activities
- · Resources
- · Lunch
- · Your book and EL skills
- · Techniques for Communicating with Parents
- Break
- · Planning a Storytime
- · Wrap-Up











Mothers from lower income groups engage in less shared picture book reading



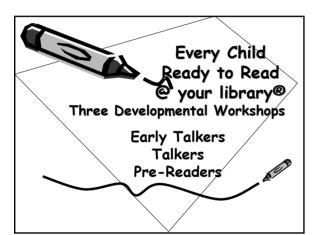
than mothers from middle-class groups.

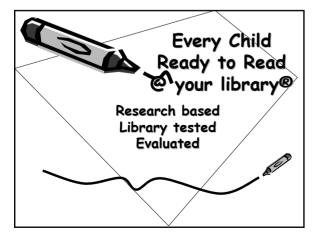
# **Building Partnerships**

ALA Divisions-PLA & ALSC

National Institute of Child Health and Human Development (NICHD) of the National Institutes of Health

Parents and Caregivers





# What Did We Learn From Our Evaluation?

#### **Parents**

- · Parents of the youngest children
- · Youngest parents
- · Parents with the least education,
- · Parents with the lowest income



### Caregivers

Gains were less statistically evident more qualitatively evident



What does this mean for libraries?



### Brain Development

Babies are born learning and what they learn is up to us



Early literacy is what children know about reading and writing before they can actually read or write.



# Six Skills To Get Ready to Read

- · Print Motivation
- · Phonological Awareness
- · Vocabulary
- · Narrative Skills
- · Print Awareness



#### Early Literacy and Later Reading

Early Literacy Component	Reading Instruction
Phonological Awareness Letter Knowledge Print Awareness	Alphabetics
Vocabulary Phonological Awareness Letter Knowledge Narrative Skills	Fluency
Vocabulary Narrative skills	Comprehension

Print Motivation throughout!

## Structure of Workshops

- · Presenter Introduction
- · List of Items Needed
- · Introduction
- · Importance of parent/caregiver
- · What does child do?
- · What is early literacy?
- · Six early literacy skills
- · Relate what child does to skills
- · Developmentally appropriate activity
- · Closing

# Every Child Ready to Read @ your library®



Early Talkers
Bonding with Babies
Through Books

Talkers
Dialogic Reading





Games for Word Play

## YOU Are Important



- · YOU know your children best
- · Children learn by doing
- Children model parents' behavior
- · First five years set the stage



### Your Child





What does he do? What do she know? What do you do with your child?

### Print Motivation



Child's interest in and enjoyment of books



### Phonological Awareness

The ability to hear and play with the smaller sounds in words

# Language of Literacy

- · Phonological Awareness
- · Phoneme
- · Phonemic Awareness
- · Grapheme
- · Phonics

# Eensy Weensy Spider

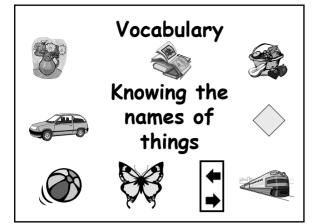


The eensy weensy spider climbed up
the water spout

Down came the rain and washed
the spider out

Out came the sun and
dried up all the rain
So the eensy weensy spider
climbed up the spout again.





# carrot car rot

# Vocabulary Progression

- · Things
- $\cdot$  Feelings
- · Concepts
- ·Ideas

### Narrative Skills



The ability to describe things and events, and to tell stories

#### Print Awareness



· Noticing print everywhere



- Knowing how to handle a book
- Knowing how we follow the words on a page



### Letter Knowledge





Knowing that letters are different from

each other, that they have different names and sounds

### Making Connections

- · What the child does
- · Relate to early literacy skills



#### Developmentally Appropriate Activity

Early Talkers

Bonding w/ Babies Print Motivation

Through Books Print Awareness

vation reness

**Talkers** Vocabulary
Dialogic Reading Narrative Skills



Pre-Readers Letter Knowledge Games for Word Play Phonological Awareness

# Five Steps for Sharing Books With Your Baby

- · Pick the best time
- · Show baby the book
- · Talk and enjoy
- · Watch what baby does
- · Share a book with your baby every day

# Dialogic or Hear and Say Reading



Ask "What" Questions

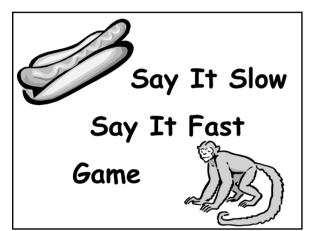


# Ask Open Ended Questions



# Use general questions to encourage child to say more

- · Simple what questions
- · Add description
- · What do you see on this page?
- · What's happening here?
- · What else do you see?
- · Build upon the child's phrases
- · Have your child repeat
  - · Relate to child's experiences



#### Resources

Training Kit

· Website

www.pla.org/earlyliteracy.htm

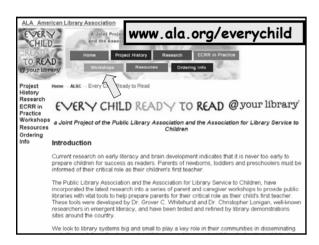


### Training Kit

- · Training DVD and Manual
- Scripts for all 3 workshops cued to DVD
- · Handouts for each workshop
- · Videos
- · Bibliography
- · Poster of Skills
- · Parent Guide brochures
- · Say It Fast/Slow demo cards

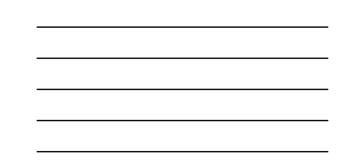






## One Book, Any Skill

- · Print Motivation
- · Phonological Awareness
- · Vocabulary
- · Narrative Skills
- · Print Awareness
- ಿ Letter Knowledge



#### Share These:

- · Book you brought
- Brainstorm in pairs—how many skills can you do with the book?



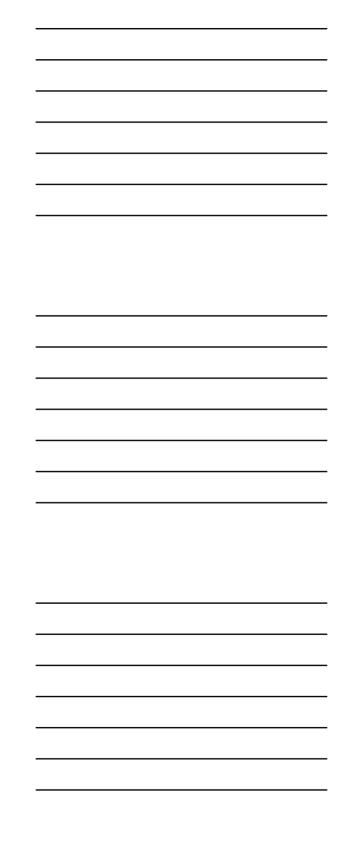
So . . .
What About
Our Storytimes?



Ways to Highlight

**Print Motivation** 





# Ways to Highlight Phonological Awareness



#### Los pollitos dicen

Los pollitos dicen:
"pí-o, pí-o, pí-o"
cuando tienen hambre,
cuando tienen frío.
La gallina busca
el maíz y el trigo;
les da la comida,
y les presta abrigo.
Bajo sus dos alas,
acurrucaditos,
hasta el otro día
duermen los pollitos.

# Songs to Build On

# Games for Phonological Awareness

Word Play



# Ways to Highlight Vocabulary



### Little Flea



Creeping creeping little flea Up my leg and past my knee To my tummy up he goes Past my chin and to my nose

Now he's creeping down my chin To my tummy once again Down my leg and past my knee To my toe that little flea.

GOTCHA!

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# Ways to Highlight Narrative Skills



# Dialogic or Hear and Say Reading

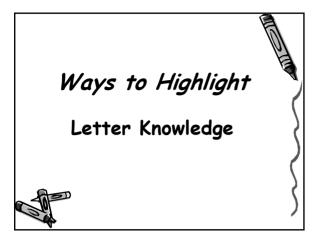


Ways to Highlight

Print Awareness



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Communicating with Parents/Caregivers in Storytimes

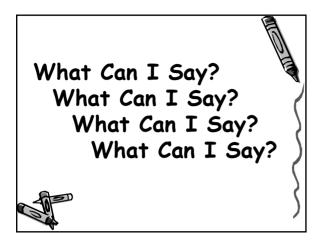
Feeling Comfortable

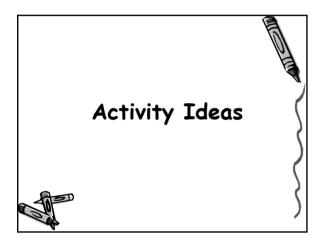


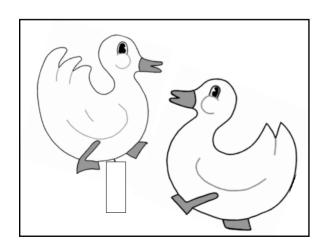
Communicating with Parents/Caregivers in Storytimes

Tips and Examples









# Storytime Planning



# Your Early Literacy Enhanced Storytime

How will it look different?



# Put It Together

- · Use one of your storytime items
- · Review "What Can I Say?" handout
- Statement to illustrate ONE of the early literacy skills
- Write down the skill and what you would say to adults.



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### Building Your Storytime

- #1. Introduction and aside
- #2. Aside in the storytime
- #3. Closing activity and aside

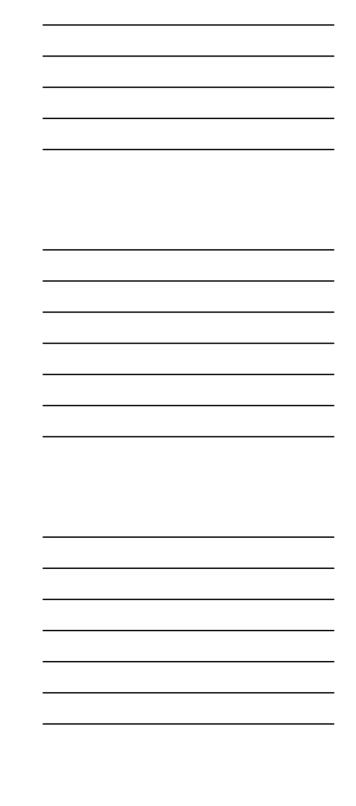


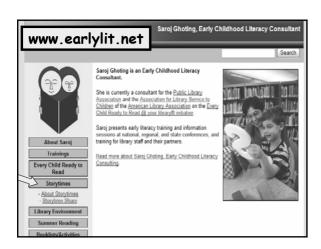
### Sharing Storytimes

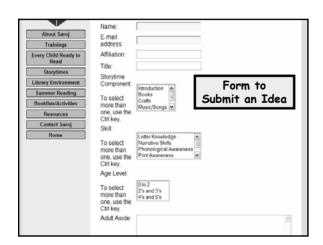
- · Opening/Early Literacy Tip
- Talk through items where there is no highlighted skill
- · DO one thing where you highlight the skill
- Talk through items where there is no highlighted skill
- Closing with "skill to home" connection

When the Parent/Caregiver Is Not Present











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